

SPELLING

Children hear speech around them from the time they are born. They listen and respond to language and gradually develop a system of communication which closely mirrors the style used by members of their immediate social group.

By hearing, responding to and using language - its *sounds, words, grammar* and *syntax* - children make generalisations about the rules of speech. Some of these generalisations may involve approximations, e.g. *swimmed* for *swam*.

When children begin to write they use a similar strategy of approximations in their spelling. These approximations or 'invented' spellings precede the more conventional forms which operate within a system of rules peculiar to the English language.

Children who are learning English as a second language will initially apply the rules of their first language to writing and spelling tasks. This is a normal response for children who may be thinking in one language and expressing their understandings in a different form.

Phonics and Indigenous Children

Many Aboriginal children will have difficulty distinguishing or differentiating between the different sounds of the English language. Since their first language does not include some of the sounds common to English they will need specific help to discover how the English system works.

Developing Spelling Skills

Aboriginal languages do not include the following consonants: **f h q s v x z**

It is also difficult for Aboriginal children to differentiate between the following sounds:

p	and	b,	th	and	ch
t	and	d,	j	and	ch
k	and	g,	s	and	sh
d	and	th			

In addition, there may be other sounds which are difficult to distinguish depending on the language, or area where the children live.

Developing Spelling Skills

To become efficient spellers children need to work in an environment where they become active readers and writers. Reading will provide children with demonstrations of spelling in print. The process of writing will help them understand the strategies necessary to produce and record standard spelling.

- Help children to understand that English language does not have a one-to-one sound-symbol correspondence. Sometimes the same sound is represented in many different ways or one letter may be used to represent many sounds. To build children's knowledge of letter-sound relationships provide opportunities for them to:

- hear language and then see it in print
- see their own words and sentences in print
- hear language while following the print
- engage in a range of experiences in using the sounds, words and patterns of Standard English
- explore and experiment with language
- build a sight vocabulary of words, letters and labels significant in their own environment.

- Provide many opportunities for writing and encourage the children to 'have-a-go' at spelling. As they attempt to match their spoken and written language, they will extend their awareness of letter-sound relationships.
- Use shared reading experiences to expose children to print. Focus attention on particular letter-sound relationships.

Encourage children to develop personal lists, such as word families and words that sound the same.

Have a variety of dictionaries available.

Use word games of various types, such as small group or individual games.

Developing Spelling Concepts

1. Promote an understanding that one letter may represent a range of sounds, e.g. in the following words Aa represents a variety of sounds:
ant, *angel*, bath, swan, address, *water*.
2. Initially, introduce letter names, not sounds. Letter names remain constant while sounds vary.
When children begin to write they will use letter names to invent spelling, e.g. mt(empty), bn(been). These early attempts at spelling provide an important foundation for working out how to record sounds in print.
3. Develop an understanding that letters can work alone or in groups, e.g. *me*, *bread*, *mother*, *key*.
4. Introduce activities which allow children to sort sounds according to letter combinations, e.g. *pair*, *wear*, *there*, *their*, *scare*.
5. Include activities in which the same letters represent different sounds, e.g. *pear*, *hear*, *pearl*, *heart*.
6. Encourage children to consider how the placement of the letter or letters affects the sound of the word, e.g. 's' - *sand*, *shop*, *school*, *television*.

The following understandings should be developed in parallel with spelling conventions.

Concepts of Print

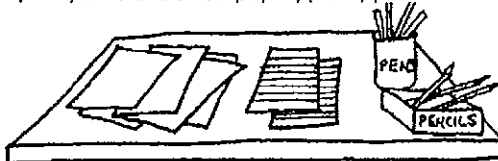
1. Speech can be written down.
2. Print carries a message.
3. Print is constant.
4. Numbers and letters are different.

Conventions of Print

1. Print goes from left to right.
2. Print goes from top to bottom.
3. A word is a unit of print with space on either side.
4. Words can be organised into sentences and sentences into paragraphs.

Creating an Environment which Promotes Effective Learning

- Provide opportunities for children to 'write' and 'read' from their first day at school. Supply a range of materials to promote writing, e.g. note pads, different sized paper, pens, pencils.



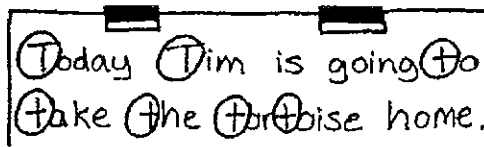
- Assist children to develop an awareness of environmental print, e.g. display signs and labels around the classroom; set up a class shop.



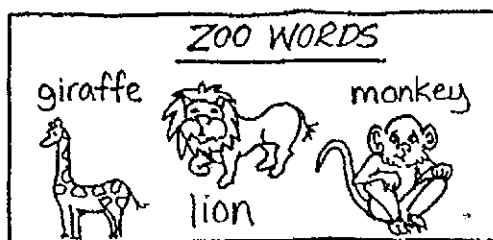
- Help develop an awareness that writing has a purpose and that print contains a message. Involve children in producing texts which are directly related to classroom or community experiences, e.g. a modelled writing session about a recent excursion or a shared book about cooking.



- Draw children's attention to letters, words and sentence patterns during activities such as shared reading, modelled writing or language experience activities.



- Display charts or word banks as children are introduced to, or discover new sounds.



Introducing Sound-Symbol Relationships

In the English language the most consistent sound- symbol correspondence is for initial consonant sounds.

Children will not follow a predictable order in developing their awareness of sound-symbol relationships. Depending on their language background many children will have difficulty differentiating or distinguishing between sounds.

When planning a spelling program it may be more effective to use a post-programming format. This approach will assist when planning for the consolidation or introduction of sound-symbols.

Initial consonants: one sound

s - see, seed, six, so, sign, sausage
t - ten, time, top, tin, tiny
m - make, meet, men
b - bird, book, box, but, baby
f - fast, fat, feel, fin, five
r - red, race, rain, ran
d - dog, dirt, door, down
h - hat, head, hello, home, hose
n - need, new, nice, night, no, noise
y - yellow, yes, yard, you, your
l - leaf, leaves, likes, lizard, lolly
p - people, pot, pink, potatoes, puppy
w - walk, wash, we, work, win, wind
k - kite, kill, king
v - vase, visitor
j - jam, jar, jump, jug
x - xylophone
z - zig-zag, zero, zoo, zebra
q - question, quick, quiet, queen

Initial consonants: two sounds

c - can, camel, canaries, car, cabbage, case,
c - cycle, circus, city, cymbals
g - garage, get, gang, goat, gone, good
g - giraffe, giant

Initial consonants: blended sounds

bl - black, blue, blow, block
br - breakfast, bring, broke, broken, brown
d - clean, climb, close, clock
cr - crash, crayon, crumbs, crazy
fl - flat, flip, flavour, fly, flew, flag
fr - fruit, from, frown
gl - glad, globe

gr - grey, grandmother, grandfather, growl
pl - play, plant, please, plate
pr - prize, prince, princess, pretty
dr - drop, drown, dragon, dream
tr - train, tractor, truck, track
tw - twelve, twins, twinkle
sw - swan, swim
sl - slippery, slide, slither
st - stand, start, stay, star
sn - snake, snore
sm - small, smart, smile, smash
Sc - scones, scare, scar
sk - skate, skid, skip
sq - square, squeeze, squeak
sp - space, spokes, spill
spl - splash, split
spr - spring, spread
str - string, strange, strong, strike
scr - scratch, scrape, screech

Initial consonants: 2 letter combination

ch - children, chips, chocolate, chew
sh - shape, sheep, shoe, show, sharp
th - this, there, that, their, these
th - thin, thick, thing, think
wh - what, white, wheel, when, whistle
wh - who, whose, whole
thr - three, threw, through
shr - shrink, shrub, shrivel

Initial consonants: odd spellings for one sound

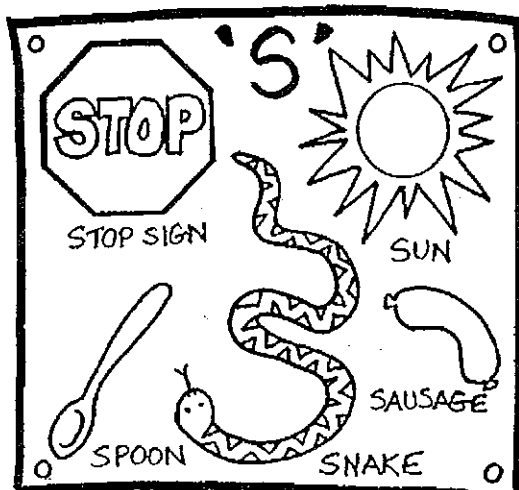
kn - knock, knight
gn - gnu, gnat
rh - rhinoceros, rhyme
wr - wriggle, wrap, wrestle, wren
ph - photo, phone, photographer
gh - ghost, ghastly

Beginning vowels: long sounds and short sounds

a - long	ape, ate, ache,
short	alligator, apple, at, answer,
e - long	even, equal, evil
short	egg, enter, exit, end
i - long	ice, ice-cream, idea, island
short	in, is, it, inside, invent
o - long	own, owner, over, only
short	on, off, old, opposite
u - long	use, using, unicycle
short	up, under, uncle, ugly

Initial Sounds

- Find objects or pictures with a given sound. Record the words and illustrations on a chart. Write the initial letter in a different colour. Play games which help the children make a connection between the picture, initial sound and English word, e.g. 'What am I?' 'Which word has 3 letters?'



- Sort objects or pictures of objects beginning with the same sound. Ensure that the children know the English terms before asking them to complete the activity.
- Draw pictures of items which begin with a given sound, e.g. introduce a sound during a shared book activity - bear, box, bun, big, bee. Label the pictures so that a connection is made between the initial sound and symbol.

Bingo. Provide each player with a bingo card depicting the picture and matching initial sound. Include the complete word in smaller print under the illustration.

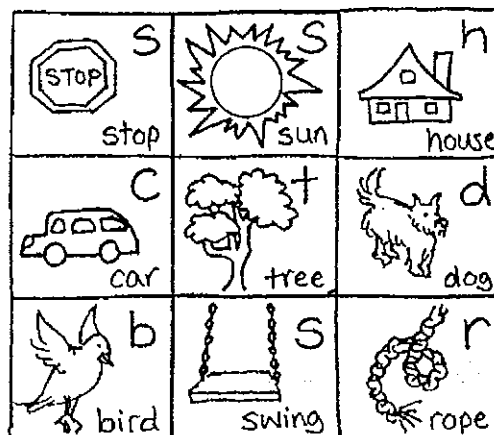
Call out the initial sound and name of the picture. If the children are unfamiliar with the word, display a small picture card.

A player with a match places a counter on the bingo card.

Continue the game until one player has covered a row of pictures, either horizontal, vertical or diagonal.

Vary the game to include the whole card or corners.

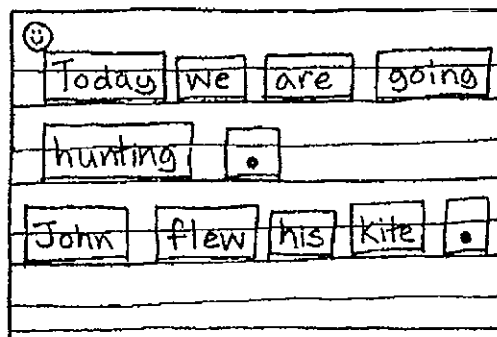
The winner calls out 'Bingo' and then becomes the caller. Giving children an opportunity to be the caller motivates them to learn the initial sounds and picture names.



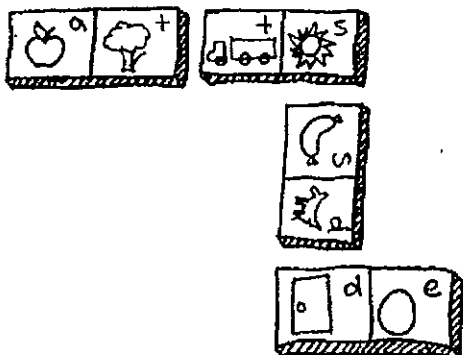
Developing Concepts of Print

Concept of left to right

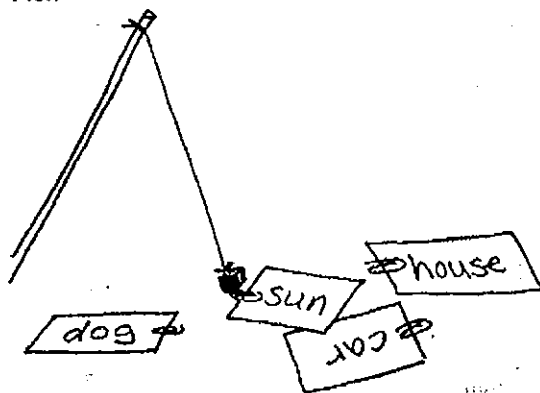
- Model writing - on the chalkboard, making display cards, word cards, writing news, etc.
- When reading 'Big Books' finger-point each word.
- Ask children to identify the starting word when beginning a new page, sentence, etc.
- Place a star, stamp, line, etc. on the left hand side of the page. This will remind children where each line begins.
- Place a transfer or dot on the left hand top corner of each child's working area.
- Construct sentences using a language board. Add a sticker to the top left-hand corner.



• Dominoes



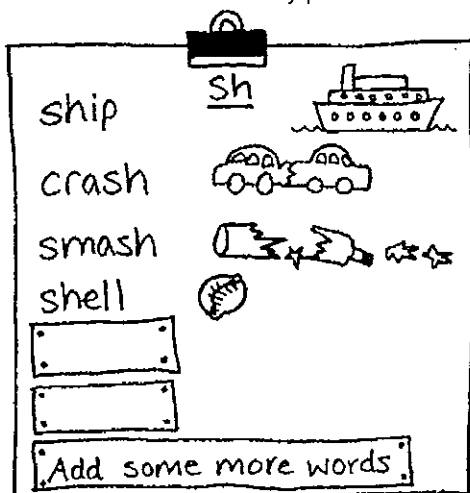
• Fish



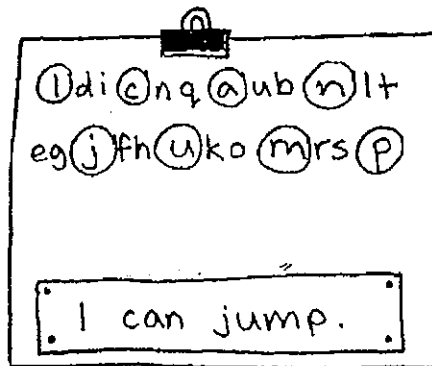
- Cut out letters from magazines to:
 - make: own name
 - words beginning with nominated initial sound

Visual Relationships Between Words

When children have difficulty distinguishing or differentiating between English sounds, focus on the visual rather than auditory patterns.

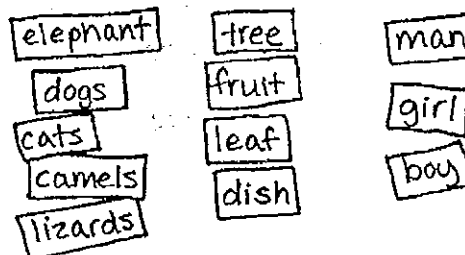


- Sort a list of words according to visual patterns or similarities, e.g. letter patterns - hill, bell, fell
- Provide a sequence of letters. Ask the children to circle given words.

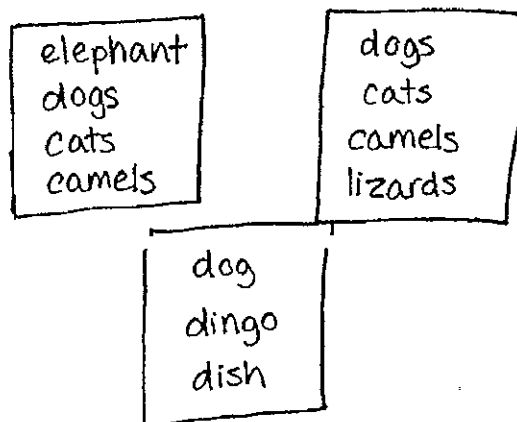


Open Sorts

In open sorts the children decide on the categories. For example, one child might sort the words according to their initial sounds. Another child may choose a particular morpheme, e.g. *past tense*, 'ed' words. The teacher can encourage divergent thinking by asking the children to sort the words in a variety of ways. This approach enables the teacher to observe the variety of information the children can interpret and use.

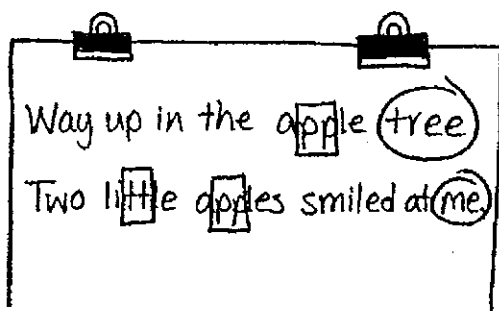
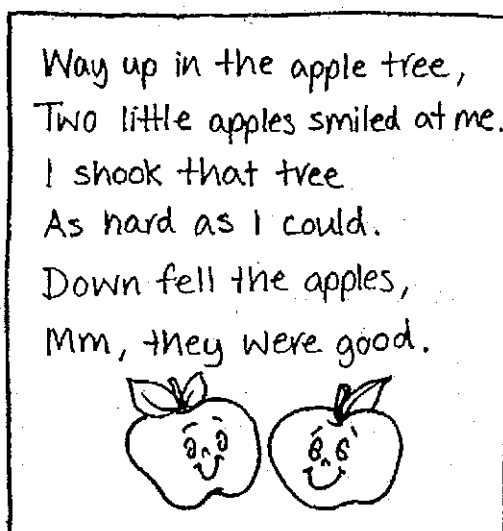


Guess my rule



Developing Concepts of a Word

- Incorporate finger plays and rhymes to provide practice and repetition of the English language, introduce the term 'word'.
- Scribe known rhymes as the children dictate the next word.
 - Point to each word as the children repeat the rhyme.
 - Have the children take turns to point to the words.
 - Place a plastic sheet over the rhyme.
 - Instruct the children to identify and circle words or sounds.



Additional activities

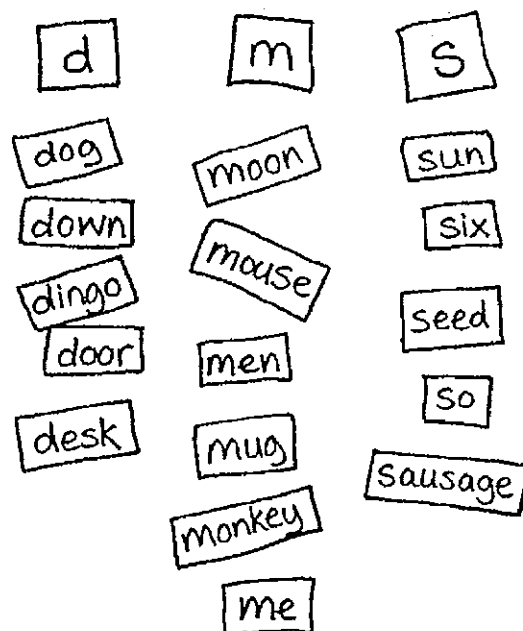
- Mark spaces between words.
- Use blu-tack and a counter to cover each word.
- Clap each word.
- Provide individual sheets to consolidate or evaluate children's understanding.
- Using the rhymes to make a 'Big Book'. Read during shared reading and silent reading sessions.

Concept of a Letter

- Display the letters of the alphabet, upper and lower case.
- Practise saying the alphabet - singing games, chants, etc.
- Introduce the term 'letter'. Refer to the term incidentally during a range of classroom activities. Remember that the children may associate the term *letter* with *correspondence* written to another person.
- During reading activities point to 'first and 'last' letters, count the letters in a word, find words with a few or many letters.
- Nominate a letter to find during shared book activities.
- Make a list of short and long words found in the class.
- Use magnetic letters, letter cards, etc. to make words, days of week, own names, etc.

Discriminating between Different Letters

- Display the letters of the alphabet, both upper case and lower case.
- Find words which begin with a given letter, e.g. around the classroom, during shared book activities.
- Sort words according to initial, final sound,



Teaching Open Sorts

Model the activity before expecting the children to work independently. In addition, ensure that the children are familiar with the meaning of the words they are sorting. Consider adding illustrations for children who need additional support.

The following resources will be relevant:

- class topics
- words from class lists
- class word banks

Word Sorts and Categories

Involve children in classifying words according to:

- visual characteristics, e.g. initial letters
- phonetic characteristics, e.g. similar sounds
- morphemic elements, e.g. plurals - dogs, cats

The following activities help children to identify visual and sound patterns, and discover similarities and differences between words.

10 sort initial letters:

baby
bone
back
blue
bat

240 sort same sound/ different letter pattern:

chief
key
me
see
meat

30 list irregular plurals:

mice
sheep
men
children
calves

Reference: First Steps Project
- 'Teaching Graphophonics'
- 'Word Study'

Closed Sorts

In this activity children sort words according to the category nominated by the teacher. For example, the children may be asked to sort all of the words according to their initial letter or letter pattern. Closed sorts enable teachers to identify how well children can recognise specific information about words.

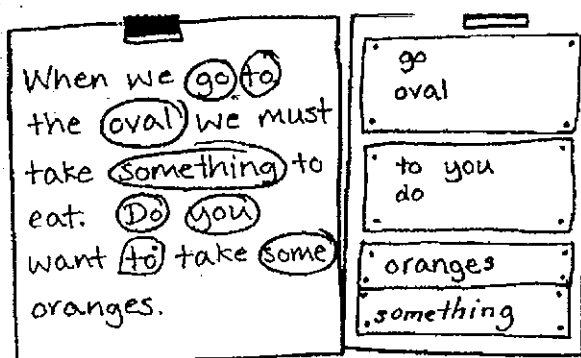
sort words that begin with br.

blue	bridge
brick	house
broken	blouse
truck	brown
blew	brief

Sounds

Sound Sleuth - more difficult version

Use the previous process with letters which represent more than one sound, e.g. 'o' - orange, oval, to.



Display a small group of sentences containing a range of words which include the letter 'o'. Read the sentences together then ask the children to identify one word containing 'o':

What sound does it make in oranges?
Does it make the same sound in something?
Does it make a different sound in to?

As the children discuss the different sounds, sort them into appropriate lists.

Display the chart and supply cards for children to record and add words during further classroom activities.

Looking for Specific Sounds

1. Provide a text, e.g. a news item which contains various spellings for the same sound.

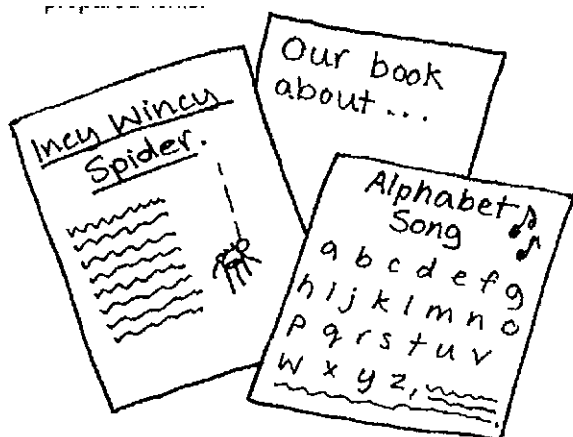
Next week we are going to Darwin for a school camp. We will visit the beach. We will see lots of interesting things.

week	we	beach
see	be	

2. Ask children to circle the words with the 'e' sound (or place a plastic sheet over the text).
3. Record the words according to the letter patterns.
4. Ask the children to think of other words to add to the list. These may be from memory or from charts displayed in the room.
5. Display the word list and supply cards for children to add further words as they are discovered during classroom activities.

Teacher Facilitation

- Provide a variety of contexts for identifying sounds or letter patterns, e.g. shared book, modelled writing, songs, poems, teacher-prepared texts.



- Display the alphabet in a prominent position.
- Provide a range of opportunities for the children to make the connections themselves. To ensure understanding of the sound-letter patterns they need to work the rules out for themselves.
- Include a range of activities to consolidate the children's discoveries.
- Make displays of the words and patterns so that children can see the words and add their discoveries to the lists.

Effective Methods for Learning Words

1. Look
Cover
Write
Check

Model how to use the strategy and engage children in whole class games before expecting them to use the technique independently. (Display charts are included in this section.)

2. Fill the gap

Write the following pattern three times then instruct the children to fill the gaps. When the children are familiar with the technique they can devise their own patterns.

store store store
stor_ stor_ stor_
sto_ sto_ sto_
st_ st_ st_
s_ s_ s_
_ _ _

3. Encourage the children to use a variety of resources to locate correct spelling, e.g.

- commercial dictionaries
- class-made dictionaries
- word charts
- curriculum-related charts
- children's dictionaries
- children's writing

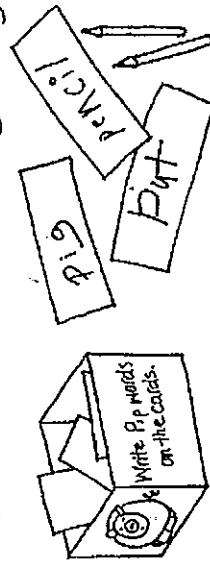
Spelling Activities

We painted pictures today.
Peter painted a truck.
Patricia painted a puppy called Pluto.

Painted pictures
Peter
Patricia
puppy
Pluto

INTRODUCING THE CONCEPT THAT A LETTER REPRESENTS A SOUND:

- Write one or two sentences on the whiteboard or a large sheet of paper. Relate the sentence to a current experience.
- Talk to the children about the experience.
- Read the sentences several times and have the children read along with you.
- Ask the children if they know what a 'p' looks like. It is important that the letter name is used rather than the sound, since the letter name remains constant.
- Write P, p on the chalkboard.
- Have the children draw rings around the words with P, p in them.
- List the words on a separate chart and ask the children to add more words during the day.

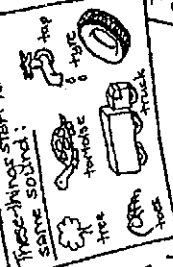


- Add illustrations to assist understanding.

IDENTIFYING INITIAL SOUNDS:

- Find objects or pictures of objects which begin with a given sound.
- Record the words on a chart or display as a class collection.

These things start with the same sound:



- Play 'I Spy'.
- Create class stories which include some of the words from the chart.

Tomorrow the tortoise walked around the tree, past the truck, near the toy and over the tree. He was very tired.

DEVELOPING THE CONCEPT OF A WORD:

- Scribe a known rhyme or a class story while the children watch.

Fingerpoint each word as the children read. Have them draw rings around each word.

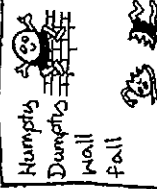
- (Cover the text with a plastic sheet and provide water soluble pens.)
- Clap each word of the sentence.
- Encourage the children to write daily.

- Incidentally discuss the need for spacing between words.

Year 3 in-tosmiling

DEVELOPING THE CONCEPT OF A LETTER:

- Scribe a known nursery rhyme or a class story.
- Write some of the words on a separate card.
- Have the children point to the first/last letter in a word.
- Identify any known letters in words around the classroom.
- Find the first letters of the children's names in other words.
- Use letter cards or magnetic letters to make words. e.g. own name, words around the classroom.



DISTINGUISHING BETWEEN DIFFERENT LETTERS:

- Display the alphabet, upper and lower case.
- Engage in daily writing. Encourage the children to 'have a go'.
- Find words which begin or end with a given letter. e.g. Words around the class which begin with 'p'.
- Sort given words according to beginning or end letters.
- Play 'Fish' e.g. Pick up all the words beginning or ending with 't'.



- Cut out letters from magazines and newspapers and have the children make their own names.

Amiraw

Spelling activities

The following activities are suited to second language learners. They focus on:

- LEARNING SPELLING IN CONTEXT
- 'HAVING A GO' AT WORDS
- LEARNING SPELLING THROUGH AND FOR WRITING

MODIFIED SPELLING JOURNAL

WORD	MEANING	WHERE FOUND	1	2	3	4
grass	plant	chart	✓	✓	✓	✓
mountain	high hill	dictionary	✓	✓	✓	✓

Correct spelling
Child's explanation (Substitute with illustration for weaker spellers.)

Look / Cover / Write / Check illustrations.
Child ticks each successful attempt to spell the word.

- Begin with 20 words related to social studies, science etc. Only work with top 10 words. Include other words as original group is learned. Use partner testing to check correct spelling.
- A word must be spelt correctly at least 4 times before a new word is added to the list.

HAVE A GO' PADS

NOV'S	noise	Teacher records correct spelling.
ROAD	road	Tick or stamp correct attempts.
WET	wet	

The pad should be used during writing activities. It is not designed for practising or testing spelling during an isolated lesson.

Child's attempt.

SHARED READING

- Select a text, commercial or class-made.
- Choose the spelling focus.
e.g. Initial sound.
Rhyming words – same spelling.
Rhyming words – different spelling.
- Attach a plastic sheet over the page and supply water soluble pens.
- Highlight the sounds or words with the pens.

RYMING WORDS

still
hill

small
tall.

Ten little men lying quite still

Ten little men climb the hill

Ten little men curl up small

Ten little men straight and tall

Ten little men run away

Ten little men come home

Write rhyming words on these cards and stick them to the chart.

- Make a separate chart of rhyming words.
- Encourage the children to add to the list as other rhyming words are encountered in spelling or reading activities.
- Create rhyming games from the chart.
e.g. Write the words on individual cards.
Form groups of 4 children and distribute the cards.
Child 1: 'Do you have a word that rhymes with small?' (Refer to the chart for rhyming groups.)
Continue the game until all pairs are grouped.

STOP/GO CARDS

- The children are given 'stop' and 'go' cards during a writing activity.
- If they need assistance, they turn the 'stop' card face up.
- Children working confidently display the 'go' card.

WORD SORTS

Sorting activities help the children to identify:

1. Visual patterns.
2. Graphophonic relationships.

book

hook

look

took

moon

soon

balloon

zoo

blood

flood

Visual Patterns.

ey

key

monkey

ea

sea

plea

ee

see

tree

ie

chief

thief

e

me

he

we

she

Same sound-different letter pattern.

HIGH-FREQUENCY WORDS

A spelling program should focus on the words that children need and want to use in their writing. The following list contains words that occur frequently in children's writing samples.

- Display the words on charts or record them in individual dictionaries.

I	me	she	who
am	went	had	with
the	saw	look	what
and	my	out	are
to	is	when	back
was	at	on	came
he	the	there	about
it	for	said	all
a	they	going	day
	he		one

Introducing high-frequency words:

1	I	11	me
2	am	12	went
3	the	13	saw
4	and	14	my
5	to	15	is
6	was	16	at
7	we	17	the
8	in	18	for
9	it	19	they
10	a	20	he

This idea is successful with beginning writers.

- List ten words on each side of a chart, in alternate colours.
- Number the words 1-20.
- When the children ask for a word, e.g. 'was' - 'It's a green word. It's number six.'

We went to the
Rodeo and
We saw a cow.

Teach high frequency words

Use the classroom environment to display word banks or other resources to assist spelling:

- word charts
- mobiles
- class word banks
- personal dictionaries
- commercial dictionaries

COLOURS

red
blue
green
yellow
brown
orange
black
white

Days Of The Week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

NUMBERS	
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Topic Charts:

TRANSPORT

truck
4-wheeled car
train
aeroplane
road train
ute

PLANETS

sun
Mars
moon
rocket
Jupiter
universe
eclipse
stars

DICTIONARY SKILLS

1. Develop the concept of 'dictionary'.

- Display and compare different types of books:

- just pictures
- just words
- story books
- books with words listed in alphabetical order.

- Display and discuss books organised in alphabetical order:

- encyclopaedia
- dictionary
- telephone directory
- index
- street directory

2. Develop word location skills.

- Display an alphabet chart.
- Make class and personal dictionaries.

- Add words to the class dictionary, e.g. after word hunts or as a new topic is introduced.

- Fill in missing letters to learn alphabetical order:

—, —, — d.
p, —, —, —, t, u.

- Sort random letters into alphabetical order.

- Sort words into alphabetical order.

The Alphabet

a b c d e f
g h i j k l m
n o p q r s
t u v w x y z

These books have pictures →

These are story books.

These books are organised in alphabetical order.

THE END AND THE BORN RIVER
STREET DIRECTORY
PERTH STREET DIRECTORY
My First Dictionary
WORLD BOOK ENCYCLOPEDIA

My Dictionary.

K kite
K kite
L lion
L lips
L lolly

* Include words from 'have-a-go' pads.

- Place children in alphabetical order according to first letter of given name.

- 'Will you be near the front or end of the line?'

- 'Who will be near the middle of the line?'

- 'How many people have names beginning with 'D', 'P' etc.'

- 'There aren't any names beginning with —'